

Article - Education

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§6–1006.

- (a) (1) There is an administrator track on level four of the career ladder.
- (2) The primary purpose of the administrator track is to develop teachers into principals.
- (3) A teacher on the administrator track is responsible for managing administrative functions in the school.
- (b) (1) The first tier of the administrator track is a licensed principal.
- (2) (i) The State Board, in consultation with the Professional Standards and Teacher Education Board, shall establish the criteria that a teacher shall meet to achieve the licensed principal tier.
- (ii) The criteria under subparagraph (i) of this paragraph:
 - 1. Except as provided in subparagraph (iii) of this paragraph and beginning on July 1, 2029, shall include a requirement that a teacher be an NBC teacher before the teacher may be a licensed principal; and
 - 2. May include a requirement that a teacher shall complete an induction or training program for new principals.
- (iii) The State Board, in consultation with the Professional Standards and Teacher Education Board, shall establish a process through which an individual may receive a waiver to serve as a licensed principal if the individual:
 - 1. Is not an NBC teacher; but
 - 2. Meets other qualifying criteria, as determined by the State Board, in consultation with the Professional Standards and Education Board.
- (3) Beginning with teachers listed under § 6–1002(f)(3) of this subtitle as specified by the State Board, a licensed principal is encouraged to teach in the classroom for at least 10% of the principal's working hours.
- (4) (i) When a licensed principal position becomes available in the county, a licensed principal shall be selected in accordance with this paragraph.

(ii) Throughout the process of selecting a licensed principal under this paragraph, priority shall be given to teachers who have experience teaching in schools that:

1. Reflect the racial and ethnic diversity of the State;
or

2. Have received a grant under § 5–223 of this article.

(iii) Teacher leaders, other licensed principals, and distinguished principals in the county shall provide a list of qualified candidates to the local superintendent.

(iv) The local superintendent shall appoint a candidate from the list provided under subparagraph (ii) of this paragraph.

(c) (1) The second tier of the administrator track is distinguished principal.

(2) To be a distinguished principal, a teacher shall demonstrate the ability to:

(i) Effectively identify, attract, lead, and retain highly professional teachers;

(ii) Organize and manage a school in a way that incentivizes and supports teachers to do their best work;

(iii) Set high standards for faculty and students and achieve the standards set by others;

(iv) Work with stakeholders on the teacher’s vision;

(v) Identify and help cultivate a teacher’s potential for growth;

(vi) Help students, parents, and teachers embrace the goal for all students to achieve internationally competitive standards;

(vii) Mentor and support other principals; and

(viii) Help other principals achieve higher levels of performance.

(3) Beginning with teachers listed under § 6–1002(f)(3) of this subtitle as specified by the State Board, a distinguished principal is encouraged to teach in a classroom for at least 10% of the principal’s working hours.

(4) (i) When a distinguished principal position becomes available in the county, a distinguished principal shall be selected in accordance with this paragraph.

(ii) Throughout the process of selecting a distinguished principal under this paragraph, priority shall be given to licensed principals who have experience teaching and serving as principals in schools that:

1. Reflect the racial and ethnic diversity of the State;
or

2. Have received a grant under § 5–223 of this article.

(iii) Teacher leaders and other distinguished principals in the county shall provide a list of qualified candidates to the local superintendent.

(iv) The local superintendent shall appoint a candidate from the list provided under subparagraph (ii) of this paragraph.

(d) All licensed and distinguished principals shall:

(1) Be trained in and demonstrate capability with racial awareness and cultural competence, including:

(i) Teaching students and managing teaching faculty from different racial, ethnic, and socioeconomic backgrounds; and

(ii) Implementing restorative practices;

(2) Cultivate a school environment in which teachers:

(i) Develop cultural competence;

(ii) Enhance empathy and respect for students;

(iii) Work to eliminate biases and stereotypes; and

(iv) Provide instruction in a manner that assumes that all students regardless of their race, ethnicity, gender, or other characteristics are capable of the highest levels of academic achievement; and

(3) Be evaluated on their success in fostering the school environment in item (2) of this subsection.

(e) A county board may add a tier to the administrator track for district office directors.

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